



**THE EFFECT OF PRE-QUESTIONING
ON READING COMPREHENSION ON NARRATIVE TEXT
OF THE ELEVENTH GRADE STUDENTS OF MAN 1 KUDUS
IN THE ACADEMIC YEAR 2011/2012**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**

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2012**

MOTTO AND DEDICATION

MOTTO:

- ✓ Keep smile and always positive thinking
- ✓ Do the best in your life

DEDICATION

She dedicates this Skripsi to:

1. Allah SWT the Almighty
2. Her deceased father in the heaven. She thanks for being her good father who give a lot of goodness for her (Setiyono)
3. Her mother who always gives the best spirit for their childrens (Nur Aeni)
4. Her brothers who always help her (Rony and Tedy)
5. All of her friends in EED '12.

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Yesi Evantia (2008-32-346) has been approved by the Skripsi advisors for further approval by the Examining Committee.

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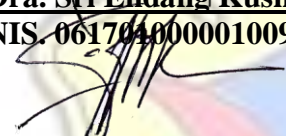
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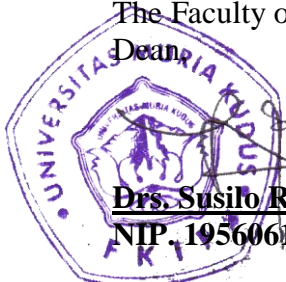

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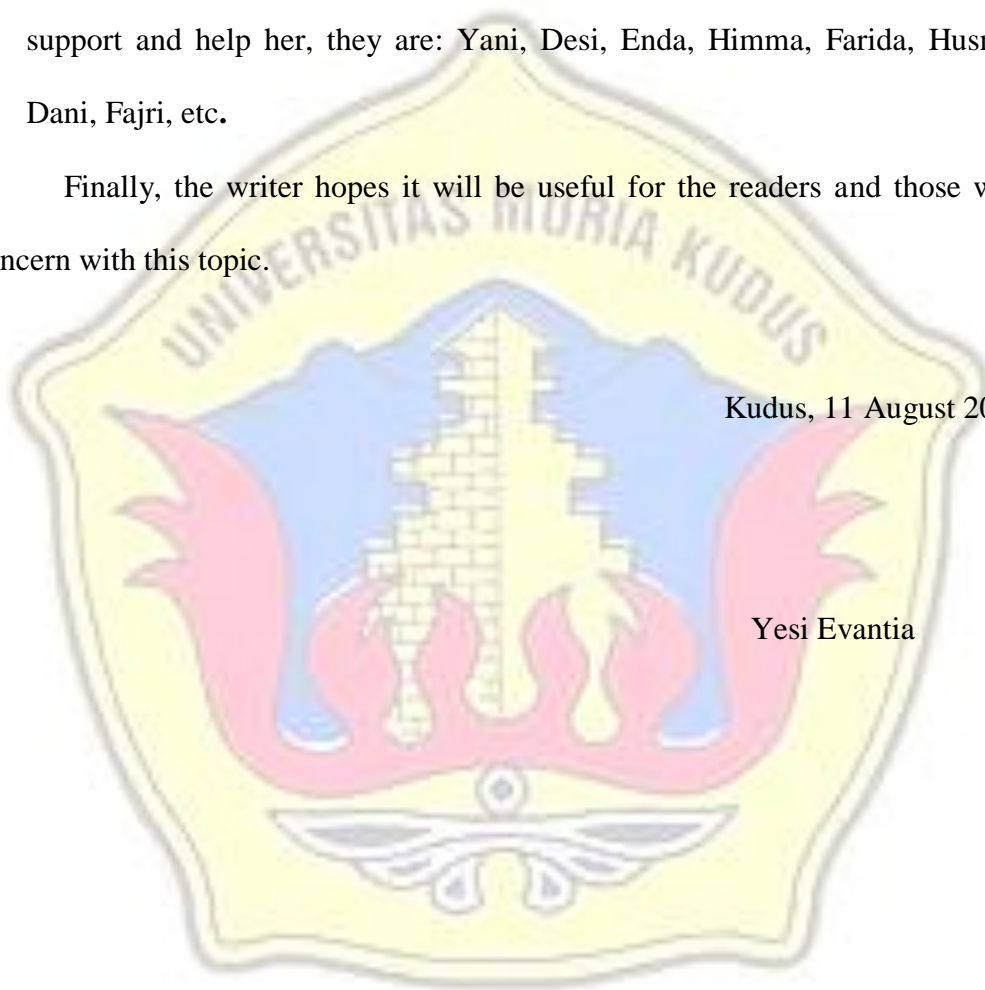
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Finally, the writer hopes it will be useful for the readers and those who concern with this topic.

Kudus, 11 August 2012

Yesi Evantia



ABSTRACT

Evantia, Yesi. 2012. *The Effect of Pre-Questioning on Reading Comprehension on Narrative Text of the Eleventh Grade Students of MAN 1 Kudus in Academic Year 2011/2012*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd (ii) Mutohhar, S.Pd, M.Pd

Key words: Reading Narrative text, Pre-Questioning Technique

Reading is an activity to read the text that involves understanding and getting the information. Reading is one of skill of English. Reading comprehension means the ability to read the text, to understand the content of the text, and to get information from the text. Reading should get more attention because there are many students who get difficulties in comprehending English text. The English teacher should be creative to choose kind of technique in teaching reading. Hopefully, the students will get more spirit to comprehend English text. Pre-Questioning Technique is some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors.

The objective of this research is to find out if there is significant difference of the reading comprehension on narrative text of eleventh grade students of MAN1 Kudus in academic year 2011/2012 between before and after being taught by using Pre-Questioning Technique.

The method used in this research is experimental research. The population of this research is the eleventh class. The sample are the students of XI IPS 4. The instrument of test is multiple choice test, 40 items. The writer gives try out for XI IPS 2 and pre-test for class XI IPS 4 before giving treatment by using Pre-Questioning technique. After giving pre-test to know the ability to comprehending the text the writer used Pre-Questioning technique. After has finished, the writer gives test again to get score for post test.

The result of this research in reading comprehension on narrative text of eleventh grade students of MAN1 Kudus in academic year 2011/2012 before being taught by using Pre-Questioning Technique is categorized sufficient. The mean is 74.3 and the standard deviation is 9.7 While, reading narrative text of the eleventh grade students of MAN 1 Kudus in the academic year 2011/2012 after being taught by using Pre-Questioning Technique is categorized good. The mean is 80.8 and the standard deviation is 8.64. Moreover, the calculation of t-observation (t_o) is 2.40 and in the level significant 0.05, t-table (t_t) is 2.021. Because t-observation (t_o) is higher that t-table (t_t) ($t_o > t_t$), it means that there is significant difference between reading comprehension on narrative text of eleventh grade students of MAN 1 Kudus in academic year 2011/2012 before and after being taught by using Pre-Questioning Technique.

Based on the result of this research, the writer suggests that the English teacher should use Pre-Questioning as a technique of teaching, especially in teaching reading because it can give positive effect for the students. Of course it can improve their ability to comprehend the text and create active participation of the students.



ABSTRAKSI

Evantia, Yesi. 2012. *Pengaruh Pre-Questioning Technique terhadap Pemahaman Membaca Teks Narrative bagi Siswa Kelas XI MAN 1 Kudus Tahun Ajaran 2011 /2012.*Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd (ii) Mutohhar, S.Pd, M.Pd

Kata Kunci: Membaca teks Narrative, Tehnik Pre-Questioning

Membaca adalah suatu kegiatan membaca teks yang melibatkan pemahaman dan perolehan informasi. Membaca adalah salah satu keahlian dalam Bahasa Inggris. Pemahaman membaca dapat diartikan suatu kemampuan untuk membaca teks, memahami teks, dan memperoleh informasi dari teks. Reading seharusnya mendapatkan perhatian yang lebih karena masih banyak siswa yang mendapat kesulitan dalam memahami sebuah teks. Guru Bahasa Inggris harus kreatif dalam memilih teknik mengajar. Dengan harapan, siswa akan dapat dengan mudah memahami teks dalam Bahasa Inggris. Pre-questioning Technique adalah beberapa pertanyaan yang disediakan sebelum siswa membaca seluruh teks bacaan, agar membangun ketertarikan and semangat pada siswa, juga faktor teori mereka.

Tujuan dari penelitian ini adalah untuk menemukan adakah perbedaan yang signifikan pada prestasi pemahaman membaca terhadap teks narrative para siswa kelas XI MAN 1 Kudus tahun ajaran 2011/2012 yang diajar dengan menggunakan teknik Pre-Questioning.

Metode yang digunakan dalam penelitian ini adalah eksperimental. Populasi dari penelitian ini adalah kelas XI sampel yang digunakan adalah kelas IPS 4. Instrument dari test adalah pilihan ganda sebanyak 40 soal. Penulis memberi try-out untuk kelas XI IPS 2 dan test pemahaman bacaan untuk kelas XI IPS 4 sebelum memberi test pelatihan dengan menggunakan teknik Pre-Questioning. Setelah memberi test pemahaman untuk mengetahui kemampuan dalam memahami sebuah bacaan, penulis menggunakan Pre-Questioning teknik. Setelah selesai, penulis memberi test kembali untuk mendapatkan nilai pada test setelah menggunakan teknik Pre-Questioning.

Hasil penelitian ini dalam pemahaman membaca terhadap teks narrative siswa kelas XI MAN 1 Kudus pada tahun akademik 2011/2012 sebelum diajarkan dengan menggunakan Pre-Questioning Teknik dikategorikan cukup. Rata-rata adalah 74,3 dan standar deviasi 9,7. Sementara, pemahaman membaca teks narrative siswa kelas XI MAN 1 Kudus pada tahun akademik 2011/2012 setelah diajar dengan menggunakan Pre-Questioning Teknik dikategorikan baik. Rata-rata adalah 80,8 dan standar deviasi 8,64. Selain itu, perhitungan t-observasi (to) adalah 2,40 dan pada tingkat signifikan 0,05, t-tabel (tt) adalah 2,021. Karena t-observasi (to) yang lebih tinggi bahwa t-tabel (tt) ($to > tt$), berarti ada perbedaan yang signifikan antara prestasi pemahaman membaca terhadap text narrative para

siswa kelas XI MAN 1 Kudus pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan teknik Pre-Questioning.

Berdasarkan hasil penelitian ini, penulis menunjukkan bahwa guru bahasa Inggris harus menggunakan teknik Pre-Questioning sebagai teknik pengajaran, terutama dalam mengajar membaca karena dapat memberikan pengaruh yang positif bagi parasiswa. Tentu saja dapat meningkatkan kemampuan mereka untuk memahami teks dan partisipasi aktif dari siswa.



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